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ABSTRACT

This study examined the impact of three Maryland teacher scholarships (Maryland Teacher Scholarship Program, Sharon Christa McAuliffe Memorial Teacher Education Tuition Assistance Program, and Distinguished Scholar Program-Teacher Education Scholarship) in persuading students to enter and remain in the teaching profession. It analyzed the decisions of students who applied for, and received, at least one of the three scholarships. Surveys of 2,015 students indicated that while the scholarships did not appear to have had great impact on their career decisions, an overwhelming majority of the currently employed teachers who had benefited from these financial aid programs indicated that they intended to continue teaching in Maryland after fulfilling their service obligation. The goal of the three scholarship programs to recruit teachers, particularly in critical shortage areas, to Maryland schools was being achieved. A large number of students who declined or gave up their award or decided to forego the service obligation once they received the award indicated that they could have been persuaded not to abandon the award. Nine tables comprise the bulk of the document. An appendix describes the three scholarship programs. (SM)

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Survey of the Recipients of Maryland Teacher Scholarships

March 2003

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Introduction

Maryland, like many other states, faces a shortage of qualified applicants for teaching positions coupled with the prospects of losing many current teachers to retirement. According to the Maryland State Department of Education, the State will need to hire 8,361 teachers for the 2003-2004 academic years. Maryland colleges and universities are expected to play an important role in fulfilling this supply. However, most beginning teachers are now recruited from outside the State; in 2001-2002, just 42 percent of all beginning teachers hired by Maryland public schools, were prepared in the State.

To help increase the number of Marylanders attracted to a career in teaching, particularly in critical shortage areas, the State offers a number of incentives. These include three scholarship programs for prospective teachers: The Maryland Teacher Scholarship Program, The Sharon Christa McAuliffe Memorial Teacher Education Tuition Assistance Program, and The Distinguished Scholar Program-Teacher Education Scholarship. The scholarships are contingent upon the recipient's good academic standing and continuation in the teacher preparatory program. Each provides financial aid in exchange for fulfilling a service obligation following graduation. Students who accept the award must work as a teacher in Maryland for the same number of years they received aid or repay the funds. A description of these programs appears in the appendix.

This study examines the impact of the Maryland teacher scholarships in persuading students to enter and to remain in the teaching profession.

Study Design

The study analyzes the decisions of students who applied for at least one of the three scholarships and were subsequently offered an award. The study identifies six groups of students for each of the three scholarship programs. The descriptions of the groups and the central research question for each are as follows:

1. Students who accepted the award and are currently participating in the program. Key question: Did the award influence their decision to become a teacher?
2. Students who were offered the award but did not accept it. Key question: Why did they not accept it?
3. Students who voluntarily gave up the award after having received it for a period of time. Key question: What are their reasons for doing so?
4. Students who received the full amount of the award but decided to pay back the money rather than take a teaching job after graduation. Key question: Why did they choose not to teach?
5. Current teachers who benefited from the program. Key question: Do they plan to continue to teach after fulfilling their service obligation?
6. Individuals who took teaching jobs after graduation but quit before fulfilling their service obligation. Key question: Why did they quit?

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Data Collection

The Commission surveyed all individuals in each of the above groups for each of the three scholarship programs. Therefore, the study used 18 separate questionnaires to gather data on the scholarship recipients in each of the groups.

A total of 3,603 surveys were mailed out, accompanied by a cover letter explaining the survey and its purpose. Of these, 52 surveys were undeliverable. Usable responses were received from 2,015 persons in time for analysis, yielding a 57 percent response rate.

The number of persons and, as a result, survey participants in some groups were too small to warrant a valid analysis. Questionnaires, which solicited fewer than 10 responses, were treated as insignificant and not valid to this analysis. The following nine groups received a sufficient number of responses to justify an analysis:

1. Maryland Teacher Scholarship: Students who accepted the award and are currently participating in the program
2. Maryland Teacher Scholarship: Students who were offered the award but did not accept it
3. Maryland Teacher Scholarship: Students who voluntarily gave up the award after having received it for a period of time
4. Maryland Teacher Scholarship: Students who received the full amount of the award but decided to pay back the money rather than take a teaching job
5. Maryland Teacher Scholarship: Current teachers who participated in the program
6. McAuliffe Tuition Assistance Program: Students who accepted the award and are currently participating in the program
7. McAuliffe Tuition Assistance Program: Current teachers who participated in the program
8. Distinguished Scholar Program for Teachers: Students who accepted the award and are currently participating in the program
9. Distinguished Scholar Program for Teachers: Current teachers who participated in the program

An SPSS analysis was applied to the data to determine percent distributions and frequency counts for each of the questionnaires. Since the largest number of questionnaires were sent to Maryland Teacher Scholarship recipients (2,836 or 79 percent of all surveys), an overwhelming majority of the respondent group (1,617 or 80 percent) was in this survey category. Therefore, the analysis focuses chiefly on the responses of recipients of the Maryland Teacher Scholarship with generalizations made about the findings from the surveys of the other two scholarship programs. Since the Commission surveyed all recipients rather than a sample of each group and obtained a high return rate, non-respondent bias is greatly minimized.

Data Analysis

The categories "Students who accepted the award and are currently participating in the program" and "Current teachers who participated in the program" made up the largest number of possible respondents within each of three scholarship programs: Maryland Teacher Scholarship (3,029 out of 3,357 cases); McAuliffe Tuition Assistance (123 out of 148 cases); Distinguished Scholar Teacher Scholarship (87 out of 98 cases). These figures are reflected in the respondent group.

While the scholarships do not appear to have had great impact on the career decision of most prospective teachers, an overwhelming majority of the currently employed teachers who had benefited from these financial aid programs indicated that they intended to continue teaching in Maryland after fulfilling their service obligation.

Students Who Accepted the Award and Are Currently Participating in the Program

As Table 1a shows, a large majority of respondents who accepted the Maryland Teacher Scholarship reported that they did so because they needed the money (75 percent) and/or already planned to become a teacher (92 percent). Asked whether the Maryland Teacher Scholarship influenced their decision to go into the teaching field, 50 percent responded "not at all" and 18 percent, "a little." Just 15 percent said that it had a great deal of influence (Table 1b). A substantial majority (89 percent) said they would have enrolled in the teaching program even if they did not get the scholarship (Table 1c). Of those currently participating in the Maryland Teacher Scholarship program, 87 percent were satisfied with the program and 82 percent planned to continue with the scholarship next year (Tables 1d and 1e).

The results from the Maryland Teacher Scholarship were similar to those of the McAuliffe Tuition Assistance Program and Distinguished Scholar Teacher Scholarship (see Tables 6a to 6e and 8a to 8e). An overwhelming majority (88 percent) of students participating in the McAuliffe Tuition Assistance program choose the award because they needed the money and/or already planned to become a teacher (85 percent). However, the McAuliffe program was very important to the decision of a larger number of students to pursue a career in teaching, as 42 percent described the award as having "a great deal" of influence on them. Slightly more than one-third (34 percent) indicated that McAuliffe had no impact at all on their decision. A large majority (83 percent) was also satisfied with the program and planned to continue with the scholarship next year (91 percent).

As for the participants in the Distinguished Scholar Teacher Scholarship, all of the respondents stated that a reason for choosing the award was because they already planned on becoming a teacher. A large majority (79 percent) said that they needed the money. More than two-thirds of the recipients (68 percent) indicated that the scholarship had little or no impact on their decision to pursue a teaching career; slightly more than a quarter (26 percent) stated that it had a great deal of influence. Ninety percent of the

students were satisfied with the program, and 92 percent of eligible students plan to continue with the program.

Current Teachers Who Participated in the Program

All but a few of the current teachers who benefited from these scholarship programs intended to complete the service obligation. Most of the current teachers planned to continue to teach -- and to teach in Maryland (see Tables 5a to 5d, 7a to 7e, and 9a to 9d). Of the respondents who received one of these awards, an overwhelming majority reported that they would continue to teach after fulfilling their service obligation: 97 percent of the respondents for the Maryland Teacher Scholarship and the McAuliffe Tuition Assistance Program and 86 percent of the Distinguished Scholar Teacher Scholarship recipients.

In addition, a large majority of teachers who benefited from these programs said that they would continue to teach in Maryland after fulfilling their obligation: Maryland Teacher Scholarship (96 percent); McAuliffe Tuition Assistance Program (88 percent); Distinguished Scholar Teacher Scholarship (73 percent). All of the recipients of the McAuliffe Scholarship said that they would also continue to teach in a critical shortage area in Maryland.

Students Who Declined or Gave Up the Award or Decided Not to Teach

The Maryland Teacher Scholarship was the only scholarship for which there were sufficient respondents that chose not to accept the award, to give up the award, or to pay back the money instead of teach (see Tables 2a to 2f, 3a to 3e, and 4a to 4f). The other two scholarships did not produce enough responses to guarantee a valid analysis.

Of the students who did not accept the offer of a Maryland Teacher Scholarship, the reasons that were cited by the largest number of students as being the most important were not wanting to perform the service obligation, uncertainty about teaching, and a concern that the award would conflict with or reduce their overall financial aid package. Of those students who chose to give up the Maryland Teacher Scholarship after having received it for a period of time, the reasons cited by the largest number as being the most important included a decision not to enter the teaching profession, a change in residency or enrollment at an out-of-state postsecondary institution, not wanting to perform the service obligation, or graduation from college. Of those Maryland Teacher Scholarship recipients who received the full amount of the award but decided to pay back the money rather than take a teaching job after graduation, the factors that were named as being the most important to the largest number of students were a change in their working status; some took part-time jobs and others accepted positions at a non-public school.

Students who declined to accept the Maryland Teacher Scholarship, who surrendered the award after having obtained it, and who received the full amount of the award but decided not to teach were asked whether there were any actions that could have been taken to persuade them not to pursue this course. An affirmative response was received

by 51 percent of those who did not accept the award, 33 percent of those who had given it up, and 56 percent of those who opted for paying back the money. Many students offered details. These included a clearer explanation of the award's effect on the students' total financial aid package, the extension of the scholarship to Maryland residents attending out-of-state institutions yet willing to fulfill the service requirement in Maryland, changes in the length of the service obligation, and revisions in application deadlines.

For the respondents who were offered the Maryland Teacher Scholarship but did not accept the award, nearly all (96 percent) were willing to recommend the program to others.

Policy Issues

These are policy issues emerging from the results of the survey:

The goal of the three scholarship programs to recruit teachers, particularly those in critical shortage areas, to Maryland schools is being achieved.

A very substantial majority of the current teachers who had benefited from the scholarships indicated that they intend to remain in Maryland to teach after fulfilling their service obligation: Maryland Teacher Scholarship (96 percent), McAuliffe Tuition Assistance Program (88 percent), and Distinguished Scholar – Teacher Scholarship (73 percent). All of the teachers who received the McAuliffe award stated that they would continue to teach in a critical shortage field in Maryland. Even though many students indicated that they would have entered the teaching profession even if the scholarships were not offered, it is unlikely that all would have chosen to take a job in the State if the service obligation were not present. In addition, the service requirement may serve as an inducement to new teachers to stick with their job; many leave the profession early in their careers because of occupational pressures and other factors. Hence, the scholarships are apt to impact positively the proportion of Maryland-prepared teachers who remain in the State after earning their certification. This will reduce the extent to which Maryland schools have relied on out-of-state sources in filling teaching vacancies.

There may be ways to reduce the number of students who refuse to accept or voluntarily give up a scholarship or who decide to forego the service obligation once having received the award.

A large percentage of these students, who ranged from 33 percent to 56 percent in the three scholarship programs, indicated that they could have been persuaded not to abandon their award. Some of the actions suggested by the survey respondents would require legislative action, since they would involve changes in the structure of the scholarship program. But others, such as better explanation of the impact of the awards on students' financial aid package and the timing and deadlines involved with scholarship applications, could be handled administratively under current procedures. These might merit consideration by staff of the Commission's Office of Student Financial Assistance.

TABLES

Table 1.—Respondents who accepted and are currently participating in the Maryland Teacher Scholarship out of the total number of Respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who accepted and are currently participating in the Maryland Teacher Scholarship	1617	86.1
Total number of respondents who were offered the Maryland Teacher Scholarship	1878	--

Table 1a.—Percentage distribution of students indicating the reasons why they chose to accept the Maryland Teacher Scholarship

	Frequency	*Percentage*
Needed the money	1205	74.5
Planned to become a teacher	1481	91.6
Parents urged student to apply	407	25.2
Other	65	4.0

Table 1b.—Percentage distribution of students indicating to what extent the Maryland Teacher Scholarship influenced their decision to pursue a career in teaching

	Frequency	*Percentage**
Great deal	235	14.6
Somewhat	275	17.1
A little	287	17.8
Not at all	811	50.4

*** Percentages based on 1608 valid responses out of 1617 possible cases.**

Table 1c.—Percent of students that would have enrolled in a teacher preparatory program if they had not received the Maryland Teacher Scholarship

	Frequency	*Percentage**
Yes	1417	88.7
No	180	11.1

*** Percentages based on 1597 valid responses out of 1617 possible cases.**

Table 1d.—Percent of students satisfied with the Maryland Teacher Scholarship

	Frequency	*Percentage**
Yes	1396	86.9
No	83	5.2
Unsure	128	8.0

*** Percentages based on 1607 valid responses out of 1617 possible cases.**

Table 1e.—Percent of students who plan to continue with the Maryland Teacher Scholarship next year

	Frequency	*Percentage**
Yes	1170	82.4
No	181	12.7
Unsure	69	4.9

*** Percentages based on 1420 valid responses out of 1617 possible cases. One hundred eighty-eight cases were ineligible and nine cases were missing.**

Table 2.—Respondents who were offered the Maryland Teacher Scholarship but did not accept it out of the total number of respondents who were offered the Scholarship

	Frequency	*Percent*
Respondents who were offered the Maryland Teacher Scholarship but did not accept it	46	2.4
Total number of respondents who were offered the Maryland Teacher Scholarship	1878	--

Table 2a.—Percentage distribution of students indicating the reasons why they did not accept the Maryland Teacher Scholarship

	Frequency	*Percentage*
Enrolled out-of-state	18	39.1
Not reputable program	0	0.0
Do not need the money	2	4.3
Did not want to perform service obligation	9	19.6
Concerned about academic requirements	1	2.2
Scholarship too small	3	6.5
Uncertain about teaching	13	28.3
Other*	18	39.1

*** A review of available write-in responses revealed that 3 students did not accept the scholarship because they felt it would conflict or reduce their financial aid package and 2 students withdrew from college.**

Table 2b.—Percentage distribution of students who indicated the factor which was most important in their decision to not accept the Maryland Teacher Scholarship

	Frequency	*Percentage*
Enrolled out-of state	1	2.2
Not reputable program	0	0.0
Do not need the money	0	0.0
Did not want to perform service obligation	15	32.6
Concerned about academic requirements	0	0.0
Scholarship too small	0	0.0
Uncertain about teaching	9	19.6
Other	15	32.6

Table 2c.—Percent of students planning to apply for the Maryland Teacher Scholarship next year

	Frequency	*Percentage**
Yes	2	4.9
No	18	43.9
Unsure	21	51.2
Not Eligible	0	0.0

*** Percentages based on 41 valid cases out of a possible 46 cases**

Table 2d.—Percent of students planning to enter teaching profession following graduation

	Frequency	*Percentage**
Yes	22	51.2
Yes, but not in Maryland	5	11.6
No	16	37.2

*** Percentages based on 43 valid responses out of 46 possible cases.**

Table 2e.—Percent of students who would recommend the Maryland Teacher Scholarship program to others

	Frequency	*Percentage*
Yes	44	95.7
No	1	2.2
Unsure	1	2.2

Table 2f.—Percent of students who indicated there could have been actions taken to persuade them not to give up the Maryland Teacher Scholarship

	Frequency	*Percentage**
Yes**	23	51.1
No	22	48.9

*** Percentages based on 45 valid responses out of 46 possible cases.**

****A review of available write-in responses revealed that 6 students thought the scholarship should apply to neighboring states, 3 students suggested a change in the length of service, and 2 students suggested a change in the deadline to be before general admissions decisions.**

Table 3.—Respondents who voluntarily gave up the Maryland Teacher Scholarship after having received it for a period of time out of the total number of respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who voluntarily gave up the Maryland teacher Scholarship after having received if for a period of time	75	4.0
Total number of respondents offered the Maryland Teacher Scholarship	1878	--

Table 3a.—Percentage distribution of students indicating the reasons why they initially chose to accept the Maryland Teacher Scholarship

	Frequency	*Percentage*
Needed the money	56	74.7
Planned to become a teacher	63	84.0
Parents urged student to apply	15	20.0
Other	2	2.7

Table 3b.—Percentage distribution of students indicating the reasons why they chose to give up the Maryland Teacher Scholarship

	Frequency	*Percentage*
Did not want to perform service obligation	10	13.3
Dissatisfied with program	2	2.7
Do not plan to enter the teaching profession	16	21.3
Do not plan to stay at institution	6	8.0
Moving from Maryland	11	14.7
No longer needed the money	5	6.7
Did not meet income qualifications	0	0.0
Could not meet academic requirements	3	4.0
Other*	37	49.3

*** A review of available write-in responses revealed that 5 students gave up the award because they went out-of-state, 2 students changed status to part-time, and 3 students graduated from the college or university.**

Table 3c.—Percentage distribution of students indicating the factor most important in their decision to give up the Maryland Teacher Scholarship

	Frequency	*Percentage*
None	10	13.3
Did not want to perform service obligation	5	6.7
Dissatisfied with program	1	1.3
Do not plan to enter the teaching profession	12	16.0
Do not plan to stay at institution	3	4.0
Moving from Maryland	7	9.3
No longer needed the money	3	4.0
Did not meet income qualifications	N/A	N/A
Could not meet academic requirements	1	1.3
Other	33	44.0

Table 3d.—Percent of students who plan to enter the teaching profession following graduation

	Frequency	*Percentage**
Yes	48	67.6
Yes, but not in Maryland	6	8.5
No	17	23.9

*** Percentages based on 71 valid responses out of 75 possible cases.**

Table 3e.—Percent of students indicating there were actions that could have been taken to persuade them not to give up the Maryland Teacher Scholarship

	Frequency	*Percentage**
Yes**	22	33.3
No	44	66.7

*** Percentages based on 66 valid responses out of 75 possible cases.**

****A review of the write-in responses revealed that 5 students believed that the scholarship would conflict or reduce their financial aid package and, therefore, needed more information. Two students had conflicts with the praxis examination and 1 student thought the scholarship should offer more money.**

Table 4.—Respondents who received the full amount of the Maryland Teacher Scholarship but decided to pay back the money rather than take a teaching job out of the total number of respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who received the full amount of the Maryland Teacher Scholarship but decided to pay back the money rather than take a teaching job	21	1.1
Total number of respondents offered the Maryland Teacher Scholarship	1878	--

Table 4a.—Percentage distribution of students indicating the reasons why they initially chose to accept the Maryland Teacher Scholarship

	Frequency	*Percentage*
Needed the money	10	47.6
Planned to become a teacher	16	76.2
Parents urged student to apply	0	0.0
Other	4	4.8

Table 4b.—Percent of students who expected, at the time, to enter the teaching profession in Maryland following graduation

	Frequency	*Percentage*
Yes	20	95.2
No	1	4.8

Table 4c.—Percentage distribution of students indicating the reasons why they chose to pay back the money rather than take a teaching job

	Frequency	*Percentage*
Unhappy with program	0	0.0
Do not want to perform service obligation	0	0.0
Unable to teach full-time	1	4.8
Uncertain about teaching	6	28.6
Moving from Maryland	3	14.3
Accepted non-teaching job	3	14.3
Other*	13	61.9

*** A review of available write-in responses revealed that most students changed their working status to part-time and/or decided to teach at a non-public school.**

Table 4d.—Percentage distribution of students indicating the factor most important in their decision to pay back the money rather than take a teaching job

	Frequency	*Percentage*
None	3	14.3
Unhappy with program	N/A	N/A
Do not want to perform service obligation	N/A	N/A
Unable to teach full-time	2	9.5
Uncertain about teaching	5	23.8
Moving from Maryland	2	9.5
Accepted non-teaching job	1	4.8
Other	8	38.1

Table 4e.—Percentage of students who plan to pursue a career in teaching in the future

	Frequency	*Percentage**
Yes	15	75.0
No	4	20.0
Unsure	1	4.8

*** Percentages based on 20 valid responses out of 21 possible cases.**

Table 4f.—Percent of students indicating there could have been actions taken to persuade them to teach rather than pay back the Maryland Teacher Scholarship

	Frequency	*Percentage**
Yes**	9	56.2
No	7	43.8

*** Percentages based on 16 valid responses out of 21 possible cases.**

****A review of available write-in responses revealed that students thought the scholarship should include private and/or out-of -state schools, they needed more information, and the deadline or timing of the scholarship was problematic.**

Table 5.—Respondents who are current teachers participating in the Maryland Teacher Scholarship out of the total number of respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who are current teachers participating in the Maryland Teacher Scholarship	117	6.2
Total number of respondents who were offered the Maryland Teacher Scholarship	1878	--

Table 5a.—Percentage distribution of current teachers indicating the reasons why they chose to accept the Maryland Teacher Scholarship

	Frequency	*Percentage*
Needed the money	81	69.2
Planned to become a teacher	106	90.6
Parents urged student to apply	8	6.8
Other	5	4.3

Table 5b.—Percentage of current teachers who plan to complete their service obligation

	Frequency	*Percentage*
Yes	116	99.1
No	1	0.9

Table 5c.—Percent of current teachers who intend to continue teaching after fulfilling their service obligation

	Frequency	*Percentage**
Yes	110	97.3
No	3	2.7

*** Percentages based on 113 valid respondents out of 117 possible cases.**

Table 5d.—Percent of current teachers who plan to continue to teach specifically in Maryland once fulfilling their service obligation

	Frequency	*Percentage**
Yes	103	96.7
No	4	3.7

*** Percentages based on 107 valid respondents out of 117 possible cases.**

Table 6.—Respondents who accepted and are currently participating in the McAuliffe Tuition Assistance Program out of the total number of respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who accepted and are currently participating in the McAuliffe Tuition Assistance Program	41	48.8
Total number of respondents offered the McAuliffe Tuition Assistance Program	84	--

Table 6a.—Percentage distribution of students indicating the reasons why they chose to accept the McAuliffe Tuition Assistance Program

	Frequency	*Percentage*
Needed the money	36	87.8
Planned to become a teacher	35	85.4
Parents urged student to apply	2	4.9
Other	3	7.3

Table 6b.—Percentage distribution of students indicating to what extent the McAuliffe Tuition Assistance Program influenced their decision to pursue a career in teaching

	Frequency	*Percentage**
Great deal	17	41.5
Somewhat	5	12.2
A little	5	12.2
Not at all	14	34.1

Table 6c.—Percent of students that would have enrolled in a teacher preparatory program if they had not received the McAuliffe Tuition Assistance Program

	Frequency	*Percentage**
Yes	27	67.5
No	13	32.5

*** Percentages based on 40 valid responses out of 41 possible cases.**

Table 6d.—Percent of students satisfied with the McAuliffe Tuition Assistance Program

	Frequency	*Percentage**
Yes	34	82.9
No	4	9.8
Unsure	3	7.3

Table 6e.—Percent of students who plan to continue with the McAuliffe Tuition Assistance Program next year

	Frequency	*Percentage**
Yes	29	90.6
No	2	6.3
Unsure	1	3.1

*** Percentages based on 32 valid responses out of 41 possible cases. Eight cases were ineligible and one case was missing.**

Table 7.—Respondents who are current teachers participating in the McAuliffe Tuition Assistance Program out of the total number of respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who are current teachers participating in the McAuliffe Tuition Assistance Program	32	38.1
Total number of respondents offered the McAuliffe Tuition Assistance Program	84	--

Table 7a.—Percentage distribution of current teachers indicating the reasons why they chose to accept the McAuliffe Tuition Assistance Program

	Frequency	*Percentage*
Needed the money	26	81.3
Planned to become a teacher	30	93.8
Parents urged student to apply	3	9.4
Other	1	3.1

Table 7b.—Percent of current teachers who plan to complete their service obligation

	Frequency	*Percentage*
Yes	30	93.8
No	2	6.3

Table 7c.— Percent of current teachers who intend to continue teaching after fulfilling their service obligation

	Frequency	*Percentage**
Yes	30	96.8
No	1	3.2

*** Percentages based on 31 valid responses out of 32 possible cases.**

Table 7d.—Percent of current teachers who intend to stay in a critical shortage area of the teaching profession

	Frequency	*Percentage**
Yes	30	100.0
No	0	0.0

*** Percentages based on 30 valid responses out of 32 possible cases.**

Table 7e.— Percent of current teachers who plan to continue to teach specifically in Maryland once fulfilling their service obligation

	Frequency	*Percentage*
Yes	28	87.5
No	4	12.5

Table 8.—Respondents who accepted and are currently participating in the Distinguished Scholar Program for Teachers out of the total number of respondents offered the scholarship

	Frequency	*Percentage*
Respondents who accepted and are currently participating in the Distinguished Scholar Program for Teachers	19	35.8
Total number of respondents offered the Distinguished Scholar Program for Teachers	53	--

Table 8a.—Percentage distribution of students indicating the reasons why they chose to accept the Distinguished Scholar Program for Teachers

	Frequency	*Percentage*
Needed the money	15	78.9
Planned to become a teacher	19	100.0
Parents urged student to apply	7	36.8
Other	0	0.0

Table 8b.—Percentage distribution of students indicating to what extent the Distinguished Scholar Program for Teachers influenced their decision to pursue a career in teaching

	Frequency	*Percentage**
Great deal	5	26.3
Somewhat	1	5.3
A little	6	31.6
Not at all	7	36.8

Table 8c.—Percent of students that would have enrolled in a teacher preparatory program if they had not received the Distinguished Scholar Program for Teachers

	Frequency	*Percentage**
Yes	18	94.7
No	1	5.3

Table 8d.—Percent of students satisfied with the Distinguished Scholar Program for Teachers

	Frequency	*Percentage**
Yes	17	89.5
No	2	10.5
Unsure	0	0.0

Table 8e.—Percent of students who plan to continue with the Distinguished Scholar Program for Teachers next year

	Frequency	*Percentage**
Yes	11	91.7
No	0	0.0
Unsure	1	8.3

*** Percentages based on 12 valid responses out of 19 possible cases. Seven cases were ineligible.**

Table 9.—Respondents who are current teachers participating in the Distinguished Scholar Program for Teachers out of the total number of respondents offered the Scholarship

	Frequency	*Percentage*
Respondents who are current teachers participating in the Distinguished Scholar Program for Teachers	31	58.5
Total number of respondents offered the Distinguished Scholar Program for Teachers	53	--

Table 9a.—Percentage distribution of current teachers indicating the reason why they chose to accept the Distinguished Scholar Program for Teachers

	Frequency	*Percentage*
Needed the money	22	71.0
Planned to become a teacher	28	90.3
Parents urged student to apply	7	22.6
Other	1	3.2

Table 9b.—Percent of current teachers who plan to complete their service obligation

	Frequency	*Percentage*
Yes	28	90.3
No	3	9.7

Table 9c.—Percent of current teachers who intend to continue teaching after fulfilling their service obligation

	Frequency	*Percentage**
Yes	24	85.7
No	4	14.3

*** Percentages based on 28 valid responses out of 31 possible cases.**

Table 9d.— Percent of current teachers who plan to continue to teach specifically in Maryland once fulfilling their service obligation

	Frequency	*Percentage**
Yes	19	73.1
No	7	26.9

*** Percentages based on 26 valid responses out of 31 possible cases.**

APPENDIX

Maryland Teacher Scholarships

Maryland Teacher Scholarship Program provides scholarships to students pursuing a career in teaching. The program is open to full-time undergraduates and all graduate students. Recipients must have earned a "B" average in high school and maintain a "B" average in college. Recipients receive $5,000 to attend a four-year institution and $2,000 to attend a community college. There are approximately 2,500 recipients of this scholarship enrolled at this time.

The Sharon Christa McAuliffe Memorial Teacher Education Tuition Assistance Program provides tuition assistance to students pursuing a teaching career in areas of critical shortage in Maryland. Recipients receive the cost of tuition, mandatory fees, and room and board up to the cost for a full-time undergraduate resident at University of Maryland, College Park. Awards may be renewed for one year if the recipient meets certain academic criteria. The program is open to undergraduates who have earned 60 credit hours or more, graduate students, and current teachers seeking credentials in a critical shortage field. There are about 190 participants at this time.

For students who have received a Distinguished Scholars Award, **The Distinguished Scholar Program-Teacher Education Scholarship** doubles the amount of the annual grant to $6,000 for those who agree to teach in a Maryland public school. This program is open to all undergraduates. There are 78 recipients of the grant enrolled at this time.

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